

Oral Assessment Assignment Sheet

Purposes:

- Develop and adapt traditional and alternative assessments (including performance-based assessments, portfolios, projects, and self-assessments) to evaluate students' proficiency across all three modes of communication and to provide them with feedback that will improve their performance (INTASC Standard 8)
- Utilize a variety of emerging [technologies](#) to enhance instruction, develop language proficiency and cultural competence, and improve your professional productivity (INTASC Standard 4 – Instructional Strategies, INTASC Standard 5 – Learning Environment, INTASC Standard 6 – Communication)

Instructions:

- 1) Prepare an assessment that will allow you to evaluate students' speaking skills in an advanced high school Spanish class.
- 2) Prepare a rubric to evaluate students' performance on the assessment. The rubric should address the following issues:
 - Accuracy
 - Comprehensibility
 - Content of responses (creative, sophisticated, substantive, vocabulary, etc.)
 - Cultural and linguistic appropriateness of responses
 - Fluency
 - Pronunciation
- 3) Create an activity or graphic organizer that will help students to prepare for your assessment. You will submit this to Dr. Montgomery, along with any assignment sheets, prompts, scripts, or other materials you use in conjunction with the assessment.
- 4) Administer the assessment to at least 3 people.
- 5) The assessment should last no fewer than 3 minutes and no more than 5 minutes.
- 6) Provide feedback to each student about their performance on the assessment, using the mentoring principles we have been discussing in class.

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7) Your feedback should:

- Draw students' attention to **what they did correctly/well**
- Help the students understand how **misconceptions, incomplete understanding and/or inefficient processes** may be affecting their performance
- Provide **concrete “next steps” or specific strategies** that will help the students to make **immediate progress**
- **Encourage** the students in sincere ways that will motivate them to invest the time and effort required to improve

8) Be prepared to discuss what you learned from this exercise with your colleagues (both in class and online).

- What **patterns** did you see in the way students participated in the assessment?
- Were there any **breakdowns** in students' language that were common across students?
- Did your assessment provide you with the **information** you intended?
- What **modifications** would you make or **scaffolding** would you add to this assignment to improve students' performance on it in the future?

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Your performance on this assignment will be evaluated using the following criteria:

Evaluation Criteria	Y	N	Comments
Was the oral assessment appropriate for advanced high school Spanish students ?			
Did the activity or graphic organizer clearly prepare students to participate in the assessment?			
Were all assignment sheets, prompts, scripts, or other materials used in conjunction with the assessment submitted to Professor Montgomery?			
Was the assessment administered to at least 3 people ?			
Did the assessment last no fewer than 3 minutes and no more than 5 minutes ?			
Did the rubric address accuracy, comprehensibility, content of responses (creative, sophisticated, substantive, vocabulary, etc.), cultural and linguistic appropriateness of responses, fluency , and pronunciation ?			
Did the feedback provided draw students' attention to what they did well/correctly ?			
Did the feedback provided help each individual student to understand how misconceptions, incomplete understanding, or inefficient processes may have affected their performance ?			
Did the feedback include concrete "next steps" or specific strategies that would help students to make immediate progress?			
Was sincere encouragement included in the feedback?			
Did the teacher's contributions to the class discussion reflect insightful conclusions based on thoughtfully considered patterns in student performance?			
Did the teacher use best practices in mentoring when providing feedback to both students and colleagues?			